MULTIMEDIA UNIVERSITY

STUDENT ID NO

MULTIMEDIA UNIVERSITY

FINAL EXAMINATION

TRIMESTER 2, 2017/2018

LEW0035 – EFFECTIVE WRITING

(All sections)

2 MARCH 2018

9.00 a.m. – 11.00 a.m.

(2 Hours)

INSTRUCTIONS TO STUDENTS

1. This question paper consists of **SIX** pages with **TWO** sections only.
2. Answer **ALL** questions.
3. Write all your answers in the Answer Booklet.

SECTION A: SUMMARY WRITING [30 MARKS]

Question I: Summary (15 marks)
Instructions: Read the following article and summarise in 100 words on how a leader can lead a team to peak performance.

1 In the 1974 World Cup, Holland astounded the world with its brand of "total football" under its coach, Rinus Michels. Its teamwork was of the highest order; any player could take over the role of another player. Even the goalkeeper moved forward to be a defender every time the Dutch launched a counter attack. The success of this teamwork depended on the high adaptability of each footballer within the team and his ability to quickly change positions depending on the situation. Team players had to be physically fit and technically competent so that they were comfortable in multiple positions. When a player moved out of his position, he was replaced immediately by another member, thus retaining the team's original structure. In this fluid system, no player was fixed in his role.

2 Similarly, football minnows South Korea shone in the World Cup 2002 with great teamwork, although they were not a favourite. They defeated football giants like Portugal, Spain and Italy on their way to the semi-finals, probably because their players invested more time in perfecting their moves. So the question is now, how do we build a team of people, who are all-rounders like a total football team? In 1965, psychologist Bruce Tuckman pioneered a model for peak performance with his "forming, storming, norming, performing and adjourning" technique.

3 When you are appointed to lead a project, the first thing you have to do is, of course, to form a team. This is the forming stage. Some members are anxious, as they are clueless about what work is involved. Others are excited about the challenges ahead. In this stage, you have to get members to know each another. Spell out each person's role and responsibilities. Have initial discussions so that the team can work towards the goal. As a leader, you have to establish your objectives clearly and give strong directions to the team. There will be some members who will find it frustrating as they want to proceed with the task immediately.

4 As the team is formed and settled down, the storming stage starts. The members will want to clarify their roles and responsibilities. Your position as the leader may be challenged. Some members will question you on the objectives of the project. As a leader, remain positive and never stray away from your original goal. You may face resistance. Some members may be overwhelmed by the work and you have to counsel them. If there is any conflict, resolve it quickly and objectively. Build strong relationships between team members. Paint a vision of the future so that team members can visualise it and believe in it.

5 As the team moves gradually into the norming stage, they begin to know each other better. They begin to respect you as a leader, help one another and provide constructive feedback. Progress towards the goal is evident as the team members demonstrate loyalty and commitment to the project. Help them to take responsibility for progress towards the goals.

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Praise them. Reward them adequately and promptly.

6 Once they progress to the performing stage, team members are high performers pursuing their goals vigorously as they believe in the shared vision. Processes, structures and resources must be easily available to support the team. Delegate as much work as you can. Be objective. Do not delegate easy work to your favourite team members. Match the job requirements with the team member's competencies. Delegation is a two-way process. Authority and resources are transferred from you to them while accountability is passed from the team to you.

7 As with all projects, once the mission is accomplished, you have to disband the team. This leads the team to the final stage which is the adjourning stage. It is hard for some team members who have now developed close working relationships with one another. Other members may be worried about their future roles. Celebrate the completion of your project by thanking them at a small party. Interview all the members on the lessons learned. Review and record both the mistakes and victories your team has made so that the insights can be applied to your next project.

8 Once in a while, there might be some magical moments that happen for the team, a lone ranger of the team makes teamwork seem irrelevant. For instance, in the 1986 World Cup quarter-final match in Mexico, England and Argentina were pitted against each other once again. In the 51st minute, soccer legend Diego Maradona leapt high and scored using his hand. The referee did not notice this and the goal went un-penalised, and it was later dubbed the Hand of God goal. Four minutes later, Maradona dribbled past six England players to score his second goal. It was voted the goal of the century. Argentina won the match, and Maradona was voted "Player of the century".

9 The moral of the story? Organisations may celebrate their once-in-a century moments when a star performer does wonders, but their prudent managers know that for steady, sustained progress, teamwork wins hands down.

Adapted from: Andrew, G.L. (2011), *Building A winning team.* Retrieved from: https://www.footballtoday.com

(15 marks)

Question II: Summary (15 marks)

Instructions: Read the following text carefully. Based on the information in text, summarise in 100 words, the healthy and unhealthy development of the latest technological gadgets among young people.

1 In this modern world of ours, technological devices such as mobile phones and other gadgets are no longer foreign to us. Most of the young people today are treating these luxuries as a necessity as they compete to own the latest devices, leading to the adults' questioning whether this is a healthy or an unhealthy development for youths today. In my opinion, this issue will be a never-ending argument because it solely depends on the user itself to determine their purpose of using these devices. Thus, this

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issue can be discussed in terms of both healthy and unhealthy development of these devices.

2 First of all, with these newest devices, young people can access information wherever there are with just a touch of their fingers. This can help to expand their knowledge about the current issues of our world which will be a key role to take their mind to a higher level. They can also use these facilities to help them in their studies. All of these can help our country to produce more intellectual people which indeed are a healthy development by contributing to a more productive nation.

3 In the old days, we had to do a lot of work and research in order to finish our school assignment, which is time consuming and tiring. Now we can obtain any information we need for our assignment without having the need to go to the library anymore. This can help the students to save more time for them to do other things. Furthermore, students can also increase their efficiency of work. The government also supports this by launching the 'Wireless Village' programme so that both rural and urban people can access the internet without having to subcribe to any internet packages. Overall, students can perform better and become more productive in their work, so this is certainly a healthy development.

4 Moreover, young people who chase after these latest technological devices can help to strengthen the country's commerce through the constant supply and demand of gadgets. This can help the government to focus more on developing this technology or subsidising companies in this industry as it can guarantee good profits. Besides, in line with the previous years' budgets, the government is giving out 'smart phone rebates' to citizens above the age of 21. All of this can help to improve our economic level and lead to a more developed country, therefore another sign that it is a healthy development.

5 On the other hand, this trend of owning the latest technology devices could lead to a waste of money. Even though these devices are useful to us, but the fact is that most young people are chasing the latest devices regardless of cost. Mind the word 'latest' as they only want the latest edition that is being released in the market almost once per year for different brands such as Samsung and Sony. In order to keep up with the trend, these young people are willing to waste their money or more accurately their parents' hard-earned money. Instead, they could use the money for better purposes like buying books or stationery.

6 Furthermore, as time goes by, they might eventually become ungrateful for what they already have and keep nagging for new gadgets. This is unhealthy as it breeds materialism. In addition, if one did not have proper discipline within oneself while using these devices, one will easily become a victim to various addictions such as social networking and games. This can cause the young users to become distracted and greatly decrease their work efficiency. As for students, their performance at school might become affected. To add to the matter, young people can easily access inappropriate content such as porn and violent materials at a young age, unsupervised. All of this can retard their mind's growth and become influenced by negative things. In the end, these devices become a bane to them instead of a boon to the development of society.

7 In conclusion, it depends on the user itself whether to abuse or to

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use the devices to their disadvantage or advantage. We can draw an analogy from guns – used by the police it enforces the law; by a criminal it abets the crime. It would be illogical to put the gun in jail instead of the person who pulls the trigger. Similarly, it is we ourselves that click the mouse or swipe the screen of our gadget so we must use it responsibly to contribute towards a happier and healthier development in society today.

Adapted from:
http://www.academia.edu/5276915/Healthy_apps_mobile_devices_for_continuous_monitoring_and_intervention

(15 marks)

SECTION B: CRITIQUE WRITING [20 MARKS]

Question I: Linear Text (10 marks)
Instructions: Read the text and answer the questions that follow.

1 Assignment essays are developed from set questions that give students a period of time to research a topic and produce their answer with references to their sources of information. While there are some disadvantages with using assignment essays as an assessment tool, there are sound educational purposes underpinning this practice. This essay examines the reasons why assignment essays are beneficial for student learning and considers some of the problems with this method of assessment.

2 Assignment essay tasks are set to assist students to develop mastery of their study subject. Firstly, assignment tasks enhance understandings about subject matter. Yang and Baker (2005) reason that "to master your learning materials and extend your understandings, you need to write about the meanings you gain from your research" (p. 1). Secondly, research (Jinx, 2004; Zapper, 2006) clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. This activity helps them to "crack the code" of the discipline (Bloggs, 2003, p. 44). Thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays.

3 Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that course-work assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations:

4 > "If we insist that all students write about everything they have learned in their study courses at the same time and in the same place (e.g. in examinations), we are not giving all of our students equal opportunities. Some students are not daunted by the exam experience while others suffer 'exam nerves' and perform at the lowest level of their capabilities."
>
> (Wonderland University, 2006, p. 4)

5 Additionally, Jones et al. (2004, pp. 36-37) propose that assignment essays can be used to assess student learning mid-course and so provide them with helpful feedback before they are subjected to the exam

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experience. Exams only provide students with a mark rather than specific feedback on their progress. Therefore, setting assignment essays for a substantial part of student's assessment is a much fairer approach than one-off examination testing.

6 As an assessment tool, assignment essays have some disadvantages for lecturers and students. It has been found that assignment essays consume a great deal of staff time and money to mark, and student time to prepare (Sankey & Liger, 2005, p. 192). A consequence of these problems is that feedback to students is frequently delayed, and this is much less useful to students than rapid feedback (p. 294). It is partly because of these disadvantages of time and expense that other assessments such as multiple-choice tests and short answer questions have an enduring place in the tertiary learning environment.

7 To conclude, it seems that assignment essays continue to have a prominent role in tertiary education as an assessment tool. This is mainly because they are very effective in developing knowledge and writing skills for subject areas. Also, assignment essays can be less stressful than examinations as they allow students to show their understanding of content in less pressured circumstances. On the other hand, the time consuming nature of writing and marking essays points to some disadvantages that also need to be considered. The weight of evidence, however, supports the writing of assignment essays for student assessment because this approach has such positive and proven effects for improved student learning.

Adapted from: Bloggs, J. (2003). "*Linking teaching, learning and succeeding in higher education*". London: Bookworld

1. What is the overall pattern of organisation of the text above? What clue words/phrases are being used to illustrate the organisation?

(2 marks)

2. What is the purpose of the text? What clue(s) were given to illustrate the purpose?

(2 marks)

3. What is the quality of work of the written text? Evaluate.

(2 marks)

4. Does the writer display some level of authority in writing the text? Explain.

(2 marks)

5. What is the target audience of this text? Explain.

(2 marks)

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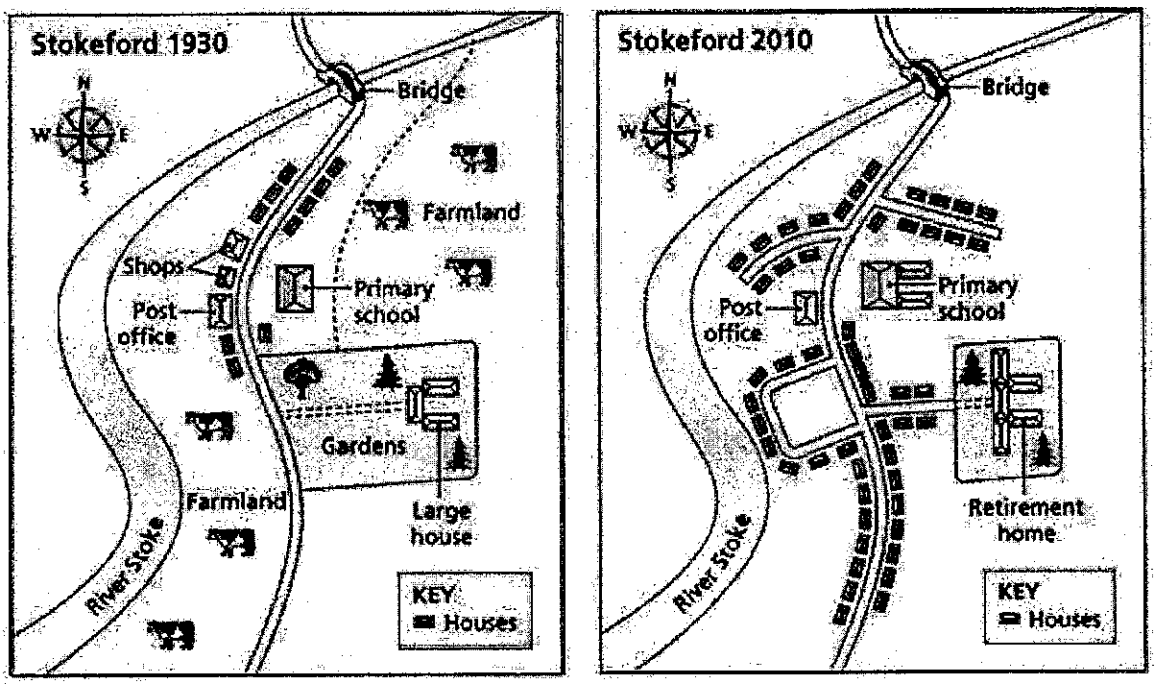
Question II: Non Linear Text (10 marks)
Instructions: Analyse the maps below and answer the questions.



Adapted From: https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/1920-academic-ielts-writing-task-1-sample-145 on 15 November 2017

1. What are the 2 most obvious difference between Stokeford 1930 and Stokeford 2010?

(2 marks)

2. The shops in Stokeford 1930 have been taken down in 2010. What is the most logical explanation?

(2 marks)

3. From the first map, what is most probably the main source of income of the residents? Explain.

(2 marks)

4. Based on the mind-set of the younger generation, what is the most logical reason for the large house to have been replaced by a Retirement Home?

(2 marks)

5. State and justify your reaction towards the changes that had happened to Stokefold.

(2 marks)

End of Paper